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AUTHOR	McAdams, John; And Others
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ABSTRACT

This inventory was designed for the use of school superintendents, office administrators, principals, and teachers who are involved with district-wide curricular and instructional improvement in their school systems. It provides opportunity for individual observations, discussion of differences in those observations, and consideration of how improvement in the school system may be implemented. Presented in the form of a package of booklets, this instrument contains a manual for the planning coordinator, a small book for noting individual observations, and a guide for group discussion. A manual for summarizing individual perceptions is included. (JD)

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Inventory for Curricular and Instructional Improvement

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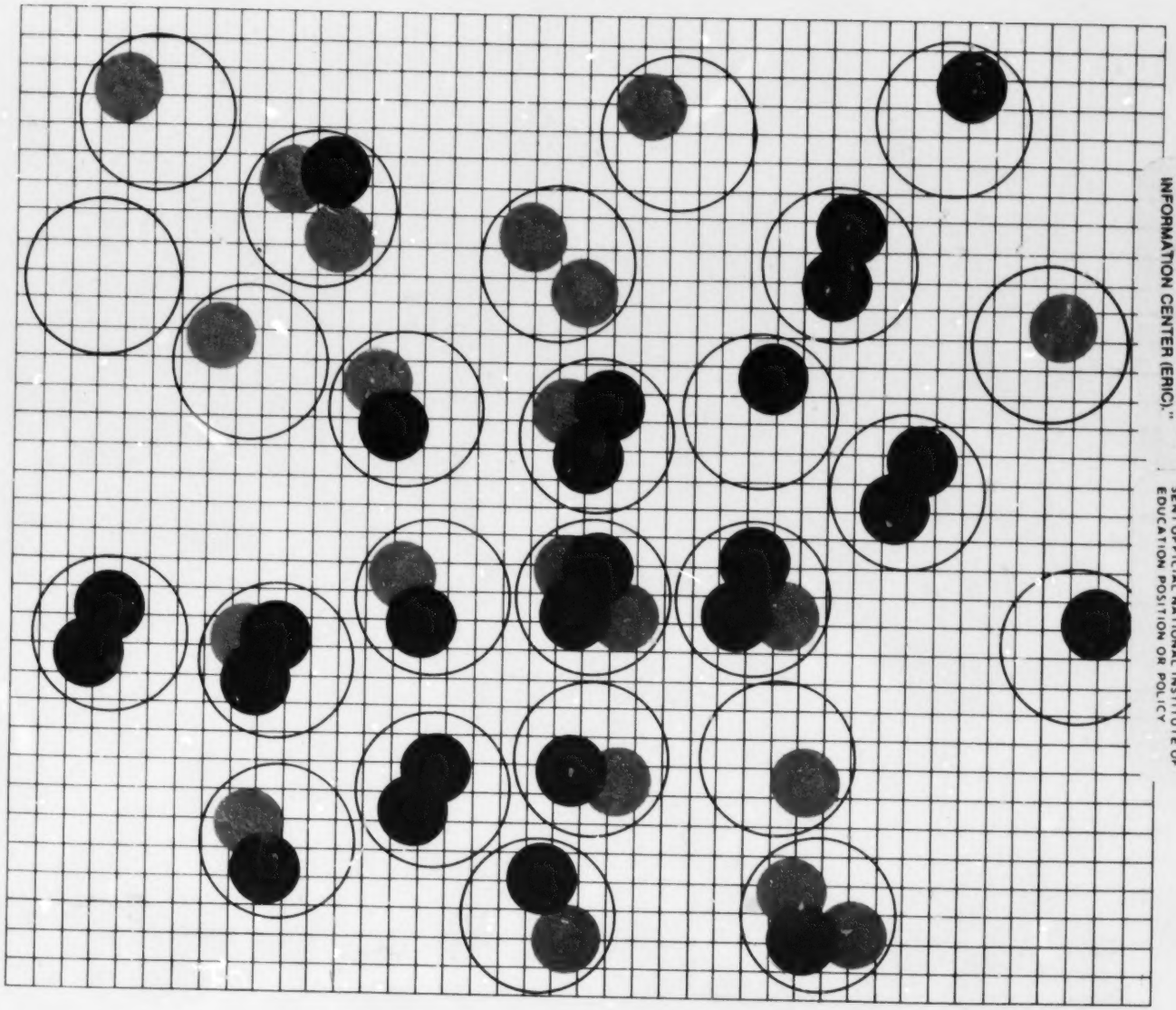

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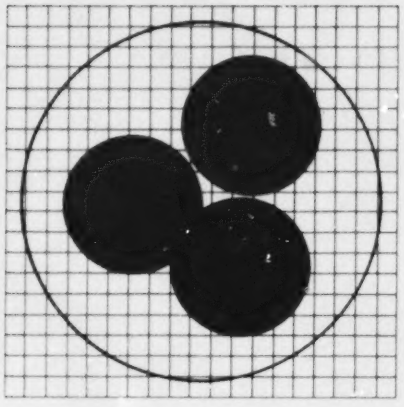
CONTENTS OF THE INVENTORY

The complete Inventory package consists of 17 items:

- Coordinator's Manual (one copy)
- Book I: Individual Observations and Perceptions (seven copies)
- Manual for Summarizing Individual Observations and Perceptions (one copy)
- Book II: Group Discussion (eight copies)



Coordinator's Manual

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Inventory for Curricular and Instructional Improvement

Coordinator's Manual

Developed by
John A. McAdams
Richard A. McCann
Sanford Temkin
with Gary W. Moore

January 1976

Research for Better Schools, Inc.
Robert G. Scanlon, Executive Director

ACKNOWLEDGEMENTS

Many persons have contributed to this inventory during its development. Dr. Desmond L. Cook, Ohio State University, the late Dr. Frederick B. Davis, University of Pennsylvania, and Dr. Glen L. Immegart, University of Rochester reviewed a version of this inventory. Also, Dr. Donald L. Walters, Temple University, was consulted in order to insure the clarity of the questionnaire.

Versions were also reviewed by personnel from Cheltenham School District, Pennsylvania; Hamilton School District, New Jersey; Norristown Area School District, Pennsylvania; Wicomico County School District, Maryland; Sussex-Wantage School District, New Jersey; Barrington School District, New Jersey; Hillsboro School District, New Jersey; and Haddonfield School District, New Jersey.

Two persons deserving mention for their continual assistance in the development of this project are John Bowers, the evaluator for this project, and Carol Crociante, an excellent secretary.

INTRODUCTION

This Inventory has been prepared to help superintendents, central office administrators, principals, teachers, and others who are most involved with district-wide curricular and instructional improvement to:

- provide individual observations and perceptions about the way their school district currently goes about curricular and instructional improvement;
- discuss differences in those observations and perceptions and suggest possible reasons for these differences; and
- consider how they could strengthen the ways their school district goes about curricular and instructional improvement.

Several school districts used the Inventory while it was being developed. Their experiences suggest, typically, that a school district can expect to realize certain outcomes from use of the Inventory. These outcomes are:

- staff become familiar with the ways the district currently undertakes improvement;
- staff identify strengths and weaknesses of the current improvement process;
- staff develop a plan to strengthen the improvement processes.

The Inventory facilitiates this process in that:

1. It provides a way for selected school district staff to record their individual observations and perceptions about current curricular and instructional improvement processes in the district.
2. It provides a way for those who participated as individuals to meet as a group to consider differences in their perceptions and implications of those differences for strengthening the improvement process.

CONTENTS OF THE INVENTORY

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- Manual for Summarizing Individual Observations and Perceptions (one copy)
- Book II: Group Discussion (eight copies)

USE OF THE INVENTORY

Experience suggests that for a school district to achieve the best results from use of the Inventory, a few conditions and requirements should be met.

- One person should be responsible for overseeing and coordinating the activity. An effective coordinator should have quick and easy access to all other participants. The coordinator should also have sufficient time to initiate and complete the administrative steps in the Inventory process.
- School district staff who perform everyday roles that are directly in touch with curriculum and instruction should be selected as participants. Typically, four to six persons in addition to the coordinator are chosen. As the number of participants increases, however, the demands imposed on the small group process also increase.
- Participants record information in ***Book I: Individual Observations and Perceptions***.
- Information from Book I is tallied and summarized in ***Book II: Group Discussion***. Staff are available to tally and summarize information provided by participants.
- Participants review the information summarized in Book II prior to meeting for group discussion.
- Participants meet to discuss the meaning and implications of the information they have provided.

Before your district uses the Inventory it is suggested that the coordinator discuss the expected outcomes and requirements with top level administrators. This discussion should serve to clarify expectations and affirm commitment.

COORDINATOR'S ROLE

The use of the Inventory in several school districts suggests that the coordinator sees that several activities are carried out. Guidelines and suggestions to facilitate the activities of the coordinator are now provided.

1. Selecting participants
   - In general the people who can contribute the most are those involved with district-wide curricular improvement activities.
   - Ideally participants should be selected to represent the viewpoints of different school buildings, different grade levels, and different roles. A typical group of participants might include:
     a. A central office administrator serving as coordinator for the activity.
     b. A central office curriculum supervisor.
     c. Three principals – representing perhaps an elementary school, a middle school, and a high school.
     d. Three teachers – representing perhaps the 3rd grade, the middle school grades, and high school grades.
   - Usually, it is a good idea to have each participant be responsible for selecting a back-up person who can serve as an alternate in the event that something unforeseen arises.

2. Gaining cooperation

   - It is important to gain the cooperation of and commitment from participants. When participation is based on an appreciation of the purposes of the activity rather than a formal notification of assignment to the activity, the process is far more professionally satisfying to participants. Consequently, it is suggested that the coordinator see prospective participants on a face-to-face basis.

3. Distributing Book I

   - It is sound procedure to place the names of participants on their booklets before sending them out. It helps you in keeping track of those to be returned. The booklets will also be easily identified when summarizing the information from them. All participants should be informed that their responses in Book I will be identified by name in the summaries of information and in the following group discussions.

   - When forwarding Book I to participants it is suggested that a memorandum be attached to explain how to use the booklet. A sample memorandum is provided below.

[SAMPLE MEMORANDUM]

TO: (list of participants)

FROM: Ms. Goodwell, Inventory project coordinator

SUBJECT: Your participation in improvement

As you know, we are vitally interested in strengthening the way in which our district goes about curricular and instructional improvement. We recently discussed an approach that was developed by Research for Better Schools in cooperation with several school districts. I am convinced that this approach can be useful to us.

The Inventory, as the approach is called, asks us to record in a booklet our individual observations and perceptions related to how our district presently improves its curricular and instructional offerings. Our individual responses are then tallied and summarized in a second booklet. We each get a copy of this second summary booklet to review as a way of preparing for a group discussion. Your responses to Book I will be identified by name in the summary booklet in order to facilitate our group discussion.

Please find attached a copy of ***Book I: Individual Observations and Perceptions.*** Book I should take about 40-60 minutes to read and complete.

In order for us to stay on our projected schedule, it will be helpful if you would send your completed Book I to me no later than the 28th of January. As soon as we can tally and summarize the Book I information, I will call you to set up our group meeting. If we stay on schedule, we can hold the meeting on the afternoon (1:00-5:00) of Thursday the 2nd of February. Also, you should expect to receive a copy of ***Book II: Group Discussion,*** complete with tallies and summaries, on January 30th for your review.

Personally, I am enthusiastic about this project because it can give us a base of information that we have not had. Thank you for your interest and cooperation.

4. Summarizing information from Book I

   - One person should be selected to tally and summarize information from Book I and record it in Book II. Easy-to-follow instructions are provided in the Manual for Summarizing Individual Observations and Perceptions.
   - The task is estimated to take about a half day for a set of about 7 booklets. If the replies of participants to the open ended section VI of Book I are typed before being copied, allow some extra time for processing the information.
   - The processor should have the Manual for Summarizing Individual Observations and Perceptions, one copy of Book I for each participant, and one copy of Book II to use as a master copy. (See the discussion in the next guideline.)

5. Duplicating Book II

   There are two basic approaches to duplicating Book II after information from Book I has been tallied, summarized, and transcribed into Book II.

   - The time saving way is to have the processor make a single master copy of Book II. Then a photocopying machine can be used to make the needed number of copies for distribution to participants. A duplicating machine is less efficient but is satisfactory.
   - A longer way is to have the processor transcribe information by hand to each of the desired number of copies.

6. Distributing Book II

   - Book II, complete with information summarized from the participants, should be distributed to participants in enough time to permit them to review the contents before your group discussion meeting.
   - A brief covering memo may also be used. An example is provided below.

[SAMPLE MEMORANDUM]

TO: (list of participants)

FROM: Ms. Goodwell, Inventory project coordinator

SUBJECT: Summary information from Book I

We have pulled together the information that all participants supplied and have reproduced this information in Book II. I hope that you will find perhaps 20 minutes to review this information. You should find this review to be helpful as a way of preparing for our group discussion on the 2nd of February (1:00-5:00).

So far we have stayed right on schedule. I am impressed with your enthusiasm and am looking forward to the 2nd. See you then.

7. Arranging for the group meeting

   - Plan for perhaps four hours of discussion though more or less time may be required. Experience suggests that better results are likely when discussions are divided into sessions ranging from 1½ to 2 hours in duration.
   - If possible, select a meeting area which is comfortable and relatively free from the likelihood of interruption.

8. Conducting the group meeting

   - You may want to select a group moderator. This person may be you, another participant, another staff person, or perhaps even an outside consultant. Generally an effective moderator is a person who knows how to encourage participation and is at the same time able to keep the group focused on the task. It is suggested that the moderator refrain from active participation in the group discussion. A person with strong beliefs, opinions, and ideas on these issues is better suited to the role of participant than to the role of moderator.
   - It is sound practice at the beginning of the meeting to be sure all participants have a chance to clarify the purpose of the meeting, the process which will be followed in discussing sections, and how time will be used.
   - You may want to consider a staff person, who is not a participant, to keep a record of the major points of agreement and disagreement arising from the discussion. Be sure to brief the recorder about the kinds of information you want. You may want to have the recorder summarize selected aspects of the discussion as natural breaks in the discussion flow occur. An alternative to an individual serving as recorder is the use of a tape recorder. Though this option has some distinct advantages, all in all, it is not as preferable as the first suggestion.

9. Familiarizing yourself with other roles

   - It is sound practice for the coordinator to be familiar with each of the roles suggested in the Inventory. To achieve this familiarity the coordinator should, in addition to studying the Coordinator's Manual, review Book I, the Manual for Summarizing Individual Observations and Perceptions, and Book II. Typically, the coordinator is expected to provide leadership for each role.

10. Examining sources for assistance

    As a result of your group discussion, you may want to identify resources which could help you strengthen the way your school district goes about improving curriculum and instruction. Two catalogs* which list some of these resources are:

    - A Product Description Directory from the National Institute of Education (June, 1976)

      National Institute of Education
      Dissemination Unit
      Washington, D.C. 20208

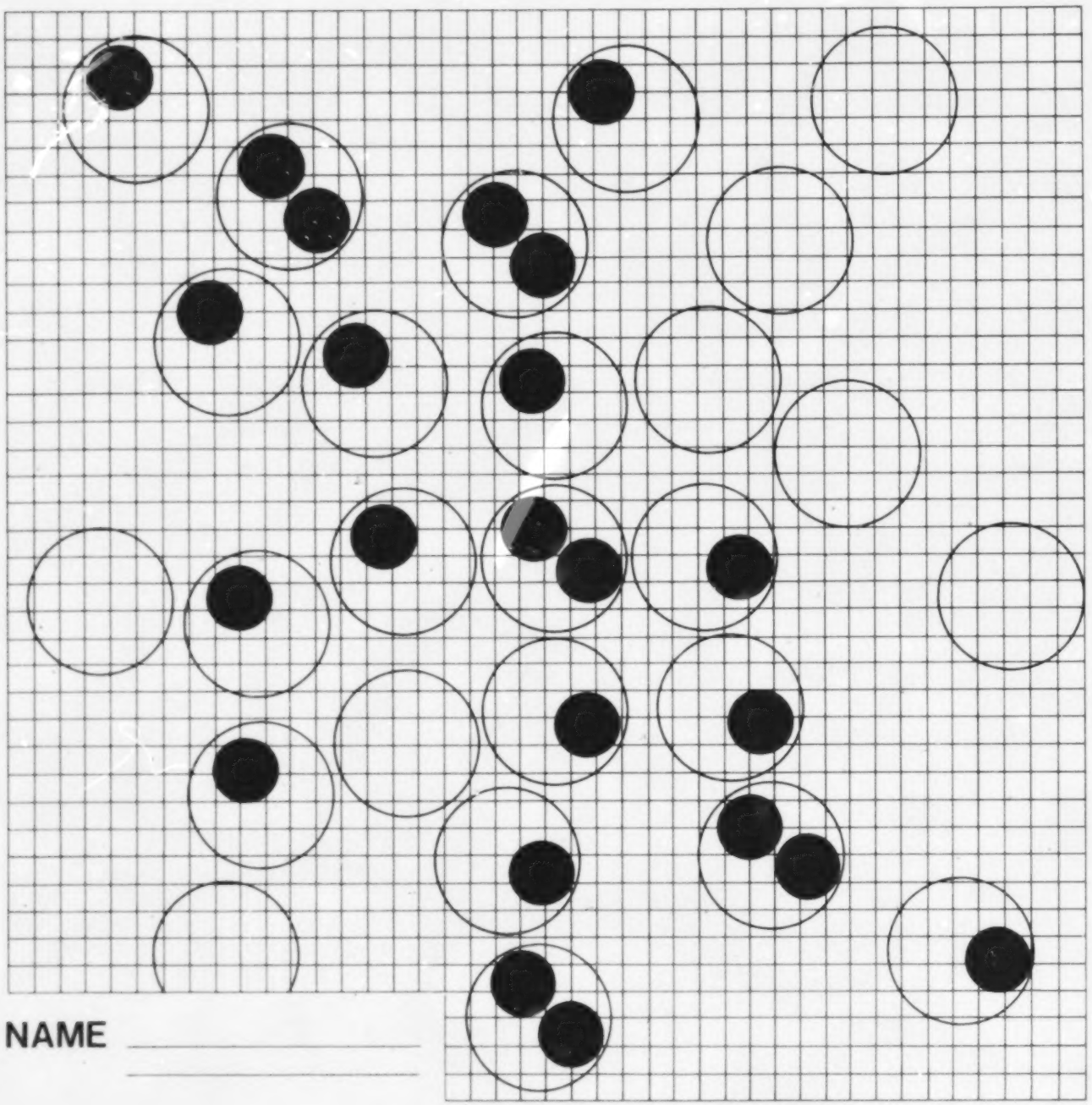
    - Directory of 100 products developed by Educational Laboratories and R&D Centers in use nationwide in 3,650 cities. (March, 1975)

      CEDaR
      Council for Educational Development and Research, Inc.
      Suite 206/1515 K Street, NW
      Washington, D.C. 20005

*Product catalogues are being developed and revised continually. If you need further information, Research for Better Schools can provide such assistance.

Book I

Individual Observations and Perceptions



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Inventory for Curricular and Instructional Improvement

Book I: Individual Observations And Perceptions

Developed by
John A. McAdams
Richard A. McCann
Sanford Temkin
with Gary W. Moore

January 1976

Research for Better Schools, Inc.
Robert G. Scanlon, Executive Director

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INTRODUCTION

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You will be using two booklets. ***Book I: Individual Observations and Perceptions*** asks you to consider, as an individual, the way your school district presently goes about curricular and instructional improvement. The second booklet, ***Book II: Group Discussion***, asks you to consider and discuss a summary of the Book I information in a group session. To improve the group session, your responses to Book I will be identified by name in Book II.

This brief introduction has been included as a common section for each of the two booklets to provide an overview of the purpose and materials of the Inventory. Next, you will find a brief presentation specifically for Book I.

BOOK I: INDIVIDUAL OBSERVATIONS AND PERCEPTIONS

Book I usually takes about 40-60 minutes to complete. It is organized into six sections.

- Deciding on areas for improvement
- Selecting programs
- Implementing programs
- Evaluating programs
- Involvement
- Improvement and results

Each section is arranged to facilitate your response. You should make every effort to stay within the prescribed format as it will make the tabulation and summary task easier.

Your responses and comments should refer to recent improvement activities—perhaps over the past one or two years. Feel free to add comments according to your best judgment. At times you may find it necessary to define some terms in ways that you believe might be helpful to others.

I. DECIDING ON AREAS FOR IMPROVEMENT

A. Most Influential Factors

In this section you are asked to think about the kinds of factors that influence your school district's decisions about which curricular and instructional areas to improve.

- Review the list of factors that has been provided. Add any others that your school district considers.
- Select the factors that ***have*** influenced your school district's decisions regarding which areas to improve. Indicate the ***most*** influential factors with a check mark in the right hand column.

	Influential Factors
Current information about student behavior and performance, e.g.,	
1. achievement data	_____
2. affective and social behavior information	_____
3. psychomotor information	_____
4. other _____	_____
Interest and concerns of individuals and groups within the school district community, e.g.,	
5. parents	_____
6. school board	_____
7. administrators	_____
8. teachers	_____
9. students	_____
10. other _____	_____
External factors, e.g.,	
11. current and future job opportunities	_____
12. legal requirements, state mandates, etc.	_____
13. availability of funds for projects	_____
14. published or reported information about school performance	_____
15. other _____	_____

B. Specification of Areas

When identifying curricular and instructional areas for improvement, your school district may decide to specify the content of the area and the students to be affected. The examples provided below suggest some ways of specifying an area.

- Review the ways of specifying areas provided below.
- Indicate the specifications your school district ***uses*** with a check mark in the right hand column. Add any other kinds of statements that are necessary.

	Specification
Subject matter is specified by	
1. identifying the subject matter or content (e.g., science, art)	_____
2. making a goal statement (e.g., by the sixth grade, all students should possess the basic skills of reading, speaking, and writing)	_____
3. preparing a set of instructional objectives	_____
4. other_____	_____
Student population is specified by	
5. grade level or age (e.g., eighth grade or twelve– and thirteen-year-olds)	_____
6. characteristics (e.g., Spanish-speaking, gifted)	_____
7. interests (e.g., astronomy, auto-mechanics)	_____
8. level of performance (e.g., high school students who read at grade levels lower than 8.0)	_____
9. other_____	_____

II. SELECTING PROGRAMS

This section asks you to consider the activities your school district performs to select a program.

- Review the list of activities that has been provided.
- In the middle column, check off the activities that ***actually comprise*** your school district's program selection process. Add any activities that have been omitted.
- On the right hand side of the page, rate how satisfied you are with the way each activity ***is*** performed.

Activity	Check Action Taken	Rating of Satisfaction with Action: Low 1	2	3	High 4
1. A plan for improving the curriculum area is prepared (generally, a plan includes discussion of why the curriculum area was chosen for improvement, a sequence of program selection tasks, a schedule for task completion, staff assignments, and a budget).	____	____	____	____	____
2. Criteria that a program should meet are established.	____	____	____	____	____
3. A number of programs which may meet the school district's needs are identified.	____	____	____	____	____
4. Cost of implementing each of the alternative programs is estimated.	____	____	____	____	____
5. Materials used in each program are examined.	____	____	____	____	____
6. Each program is observed in operation in other school districts.	____	____	____	____	____
7. Each program is tried out on a limited basis in your school district's classrooms.	____	____	____	____	____
8. Evaluation results of the programs conducted in your school system or in others are considered.	____	____	____	____	____
9. Other_____	____	____	____	____	____
_____	____	____	____	____	____

III. IMPLEMENTING PROGRAMS

This section asks you to consider activities your school district performs to implement curricular and instructional programs. Since the process of implementation often involves adapting a program to a specific school setting, an implementation process may take into account both the requirements of a program and those of the school district.

- Review the list of activities that has been provided.
- In the middle column, check off the activities that ***actually comprise*** your school district's program implementation process. Add any activities that have been omitted.
- On the right hand side of the page, rate how satisfied you are with the way each activity ***is*** performed.

Activity	Check Action Taken	Rating of Satisfaction with Action: Low 1	2	3	High 4
1. A management plan for implementing the program is prepared (generally, a plan includes a description of work to be done, a schedule for the work, staff assignments, and budget).	____	____	____	____	____
2. Content and instructional procedures are modified to make programs consistent with district goals and other district requirements.	____	____	____	____	____
3. Training is provided to insure staff understanding before and during the program.	____	____	____	____	____
4. Staff is provided time to study and plan their use of the program.	____	____	____	____	____
5. Materials and equipment required by the programs are provided.	____	____	____	____	____
6. School schedule is adjusted to meet program time requirements.	____	____	____	____	____
7. Facilities are adapted when necessary.	____	____	____	____	____
8. Use of the program by teachers and students is monitored to assure that it is being used as your district intends.	____	____	____	____	____
9. Other _____	____	____	____	____	____

IV. EVALUATING PROGRAMS

This section asks you to consider the activities your school district performs to evaluate a curricular and instructional program.

- Review the list of activities that has been provided.
- In the middle column, check off the activities that ***actually comprise*** your school district's evaluation process. Add any activities that have been omitted.
- On the right hand side of the page, rate how satisfied you are with the way each activity ***is*** performed.

Activity	Check Action Taken	Rating of Satisfaction with Action: Low 1	2	3	High 4
1. Evaluations are planned for the purpose of helping staff decide whether to continue, modify, extend its use to other sites, or terminate a program.	___	___	___	___	___
2. Information about student performance is gathered ***before*** they enter, ***during,*** and ***after*** they have completed the program.	___	___	___	___	___
3. Accurate descriptions of the way a program is being implemented by students and teachers is obtained.	___	___	___	___	___
4. Various ways of collecting information on how different people are affected by the program are used (e.g., student, teacher, parent questionnaires or interviews).	___	___	___	___	___
5. Interim results of evaluations of student performance, implementation, and how different people are affected are shared with staff so that program improvements can be made.	___	___	___	___	___
6. The cost of operating the program is determined.	___	___	___	___	___
7. Final results of evaluations are used to make decisions about the continuation, expansion, or termination of programs.	___	___	___	___	___
8. Other _____ _____	___	___	___	___	___

V. INVOLVEMENT

You have considered four activities associated with curricular and instructional improvement: deciding where improvement is needed, selecting programs, implementing programs, and evaluating programs. Now consider which groups of people your school district involves in these activities.

- For each group of people listed on the left hand side of the page check the activities in which they ***are*** involved.

	Helping Decide on Areas for Improvement	Selecting Programs	Implementing Programs	Evaluating Programs
1. School Board	_____	_____	_____	_____
2. Superintendent	_____	_____	_____	_____
3. Central Office Personnel (e.g., administrators and curriculum coordinators)	_____	_____	_____	_____
4. Principals	_____	_____	_____	_____
5. Teachers	_____	_____	_____	_____
6. Parents	_____	_____	_____	_____
7. Students (e.g., current student body and alumni)	_____	_____	_____	_____
8. Business Leaders	_____	_____	_____	_____
9. Community Leaders	_____	_____	_____	_____
10. Consultants	_____	_____	_____	_____
11. Other_____	_____	_____	_____	_____

VI. IMPROVEMENT AND RESULTS

You have invested some time and energy in thinking about how your school district goes about improving its curricular and instructional program. You have considered how improvement areas are identified, how programs are selected, implemented, and evaluated and the involvement of particular groups in those activities. For the selection, implementation, and evaluation activities you provided judgments about your satisfaction with district activities.

PART A

In this section you are provided with an opportunity to suggest ways to strengthen how your school district goes about improving curriculum and instruction.

- In the space provided below identify any changes you want to suggest to strengthen the way the school district improves curriculum and instruction.

Deciding on areas for improvement

Selecting programs

Implementing programs

Evaluating programs

Involving people

PART B

As a concluding individual activity, consider your suggestions as a whole and try to anticipate the results you would expect to see if your suggestions were carried out.

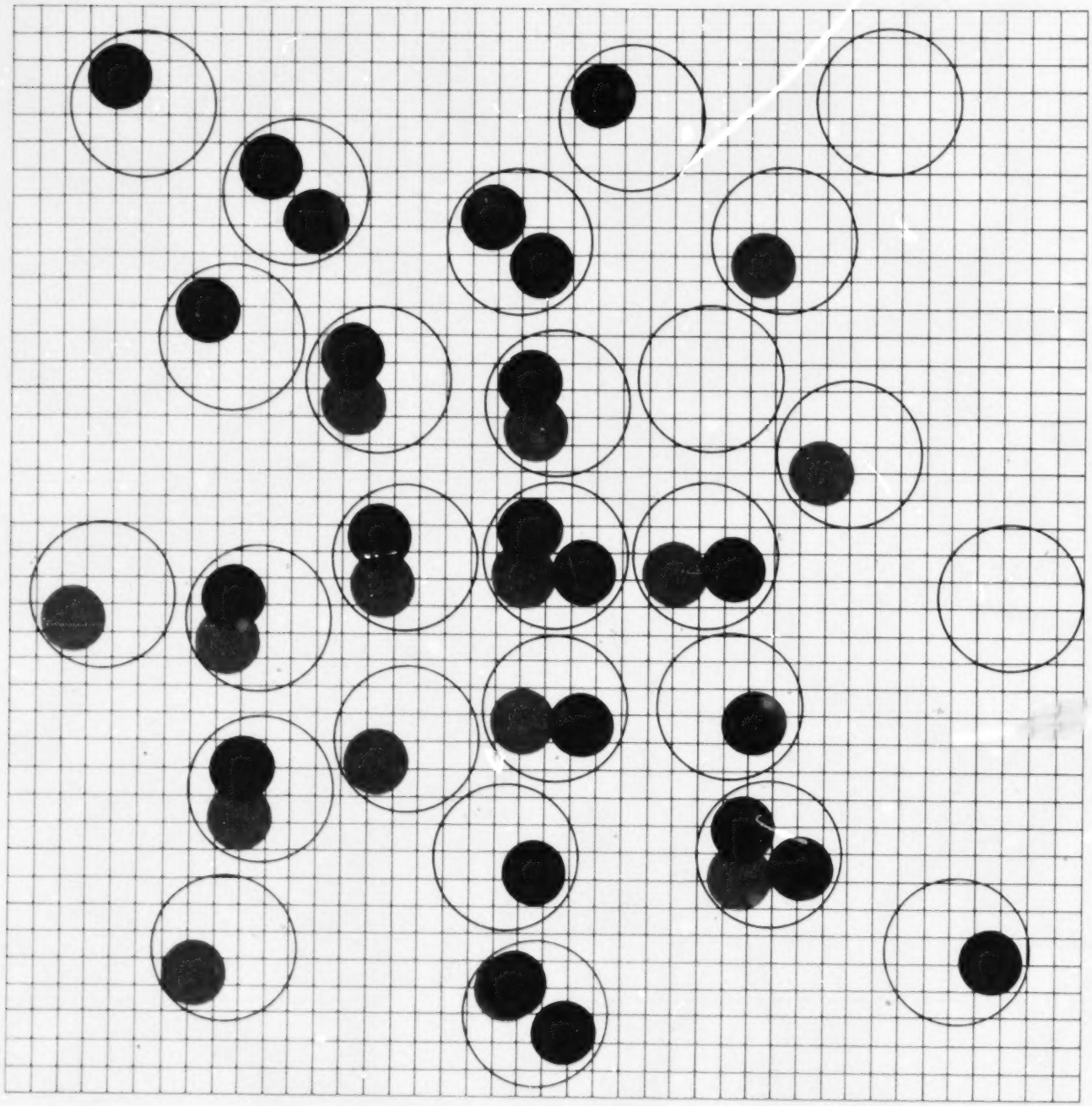
Anticipated results might be centered on

1. increased satisfaction and cooperation of school board, parents, and other groups in the community
2. increased teacher and administrator satisfaction and effectiveness;
3. increased student performance levels and better attitudes.

In the space provided below identify the results you would expect to see if the school district implemented your suggested improvements.

Book II

Group Discussion



Inventory for Curricular and Instructional Improvement

Book II: Group Discussion

Developed by
John A. McAdams
Richard A. McCann
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BOOK II: GROUP DISCUSSION

Experience suggests that it is worthwhile for you to review this summary as a way of preparing for your group discussion. There are a variety of things you can look for and think about while reviewing Book II information. These include:

- Similarities and differences among the responses of individual participants.
- Possible reasons for these differences in perception.
- Implications for the improvement of curriculum and instruction.

It is difficult to offer a precise estimate for the length of your group meeting because so much depends on the relative agreement among participants. Sometimes a few meetings are required to resolve the main issues under discussion. Your role during these meetings is to help the group reach agreement on as many aspects of curricular and instructional improvement as is practical. Sometimes, however, agreement is not practical because of many valid differences of opinion. When the discussion can be moved from a base of opinion to a base of facts, it is usually possible to reach reasonable degrees of agreement.

To facilitate this you may find yourself in a clarifying posture, i.e., highlighting the issues and perhaps underlying points of disagreement. You may explore reasons why disagreement is found. You may explore the implications of different conclusions. All of these roles represent valuable contributions to your group discussion sessions.

I. DECIDING ON AREAS FOR IMPROVEMENT

A. Most Influential Factors

In Book I you identified factors that appear to be influential in your school district's decisions about areas for improvement. The Book I response sheet is presented in the box below for your reference.

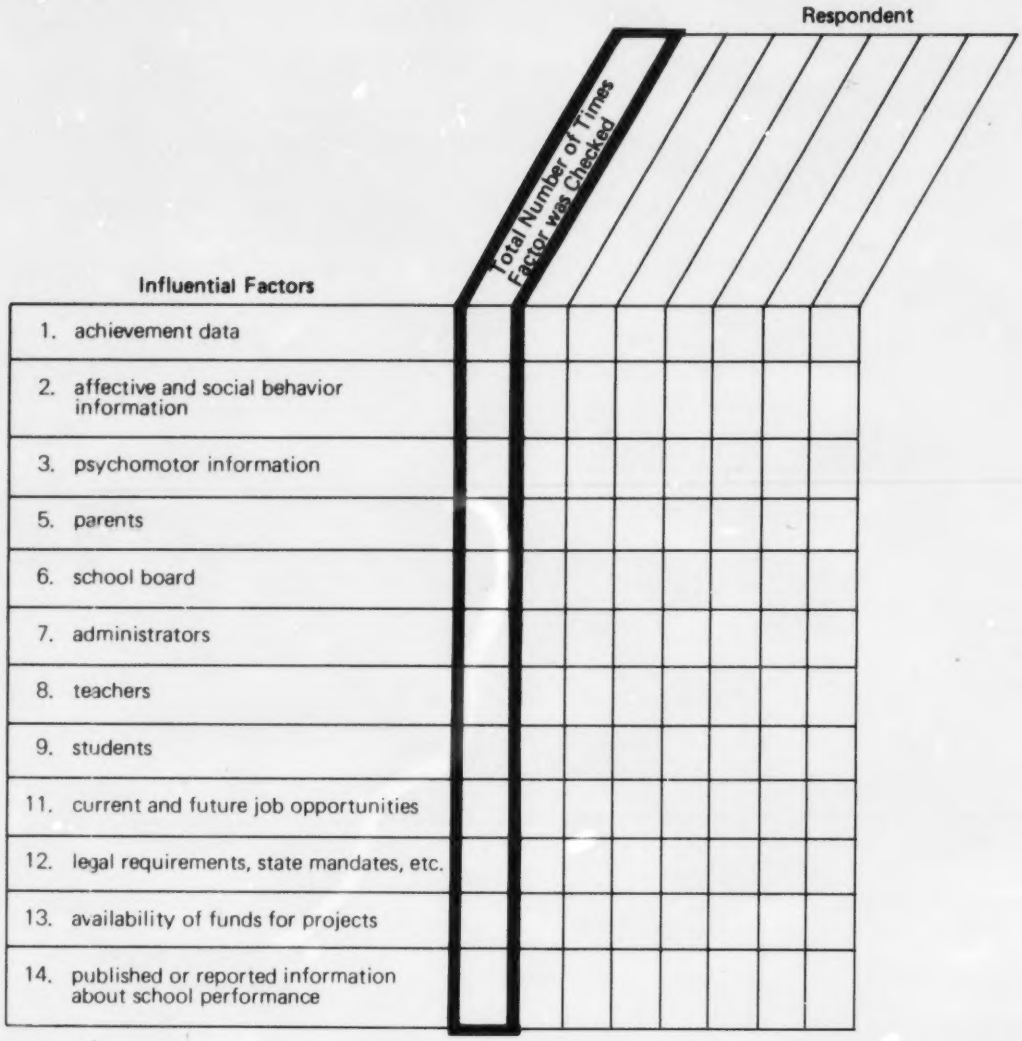
Each person's responses are tallied on the right hand page. It may be helpful to see how your responses compare to those of others as a way of preparing for a discussion on this topic. Questions are also presented to enhance your discussions.

In this section you are asked to think about the kinds of factors that influence your school district's decisions about which curricular and instructional areas to improve.

- Review the list of factors that has been provided. Add any others that your school district considers.
- Select the factors that ***have*** influenced your school district's decisions regarding which areas to improve. Indicate the ***most*** influential factors with a check mark in the right hand column.

	Influential Factors
Current information about student behavior and performance, e.g.,	
1. achievement data	_____
2. affective and social behavior information	_____
3. psychomotor information	_____
4. other _____	_____
Interest and concerns of individuals and groups within the school district community, e.g.,	
5. parents	_____
6. school board	_____
7. administrators	_____
8. teachers	_____
9. students	_____
10. other _____	_____
External factors, e.g.,	
11. current and future job opportunities	_____
12. legal requirements, state mandates, etc.	_____
13. availability of funds for projects	_____
14. published or reported information about school performance	_____
15. other _____	_____

SUMMARY SHEET



Other factors added:

Respondent

1.

2.

Discussion Questions

1. Do we generally agree as to which factors are influencing our school system's decisions about particular curricular and instructional areas to improve? In what ways do we disagree?
2. What factors should we be emphasizing?

B. Specification of Areas

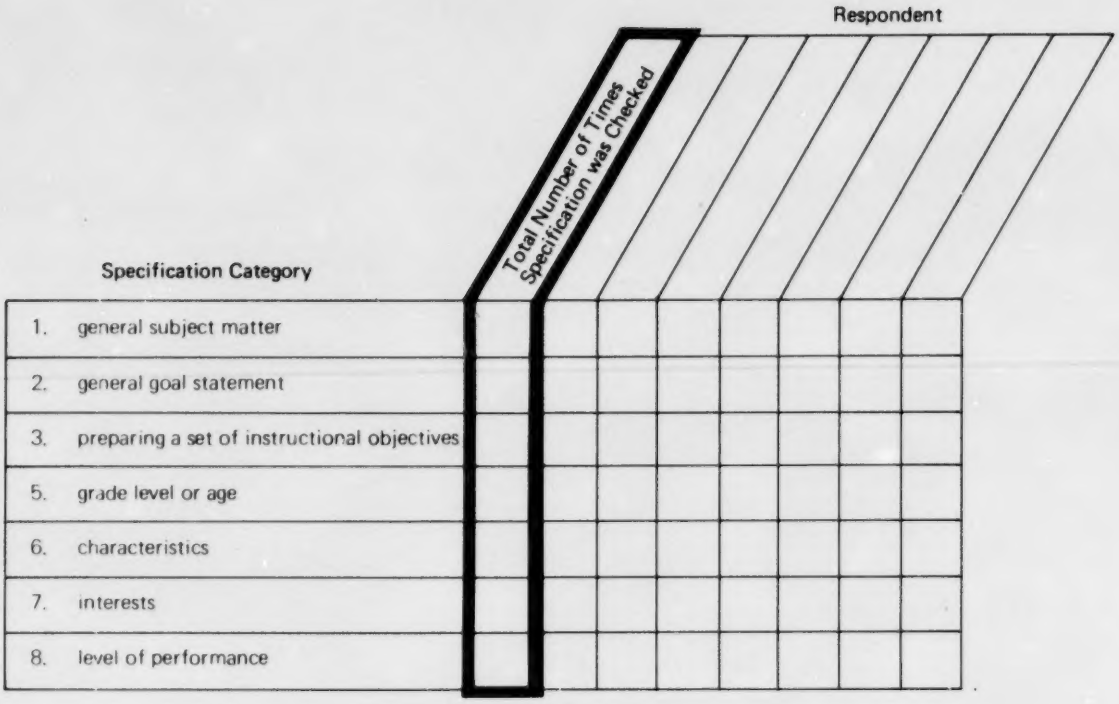
A second aspect of deciding on areas for improvement involved specification of the area for improvement. The response sheet from Book I is presented in the box below for your reference. A summary of the individual responses and two discussion questions is provided on the right hand page.

When identifying curricular and instructional areas for improvement, your school district may decide to specify the content of the area and the students to be affected. The examples provided below suggest some ways of specifying an area.

- Review the ways of specifying areas provided below.
- Indicate the specifications your school district ***uses*** with a check mark in the right hand column. Add any other kinds of statements that are necessary.

	Specification
Subject matter is specified by	
1. identifying the subject matter or content (e.g., science, art)	_____
2. making a goal statement (e.g., by the sixth grade, all students should possess the basic skills of reading, speaking, and writing)	_____
3. preparing a set of instructional objectives	_____
4. other_____	_____
Student population is specified by	
5. grade level or age (e.g., eighth grade or twelve– and thirteen-year-olds)	_____
6. characteristics (e.g., Spanish-speaking, gifted)	_____
7. interests (e.g., astronomy, auto-mechanics)	_____
8. level of performance (e.g., high school students who read at grade levels lower than 8.0)	_____
9. other_____	_____

SUMMARY SHEET



Other specifications added: *Respondent*

1.
2.
3.

Discussion Questions

1. Do we generally agree about how we specify curricular and instructional improvements? In what ways do we disagree?
2. What specifications should we be providing?

II. SELECTING PROGRAMS

The Book I response sheet is presented in the box below for your reference. A summary of the individual responses and discussion questions is provided on the right hand page.

This section asks you to consider the activities your school district performs to select a program.

- Review the list of activities that has been provided.
- In the middle column, check off the activities that ***actually comprise*** your school district's program selection process. Add any activities that have been omitted.
- On the right hand side of the page, rate how satisfied you are with the way each activity ***is*** performed.

Activity	Check Action Taken	Rating of Satisfaction with Action: Low 1	2	3	High 4
1. A plan for improving the curriculum area is prepared (generally, a plan includes discussion of why the curriculum area was chosen for improvement, a sequence of program selection tasks, a schedule for task completion, staff assignments, and a budget).	____	____	____	____	____
2. Criteria that a program should meet are established.	____	____	____	____	____
3. A number of programs which may meet the school district's needs are identified.	____	____	____	____	____
4. Cost of implementing each of the alternative programs is estimated.	____	____	____	____	____
5. Materials used in each program are examined.	____	____	____	____	____
6. Each program is observed in operation in other school districts.	____	____	____	____	____
7. Each program is tried out on a limited basis in your school district's classrooms.	____	____	____	____	____
8. Evaluation results of the programs conducted in your school system or in others are considered.	____	____	____	____	____
9. Other_____	____	____	____	____	____
_____	____	____	____	____	____

SUMMARY SHEET

Selection Activity	Total Number of Times Activity was Checked	Rating of Respondent Satisfaction						
1. Plan prepared								
2. Criteria established								
3. Programs identified								
4. Costs estimated								
5. Materials examined								
6. Programs observed								
7. Programs tried out								
8. Evaluative data considered								

Other activities added:

Respondent *Rating*

1.

2.

3.

Discussion Questions

1. Do we generally agree about how we select curricular and instructional improvements? In what ways do we disagree?
2. What kinds of selection activities should we be providing?

III. IMPLEMENTING PROGRAMS

The Book I response sheet is presented in a box below for your reference. A summary of individual responses and discussion questions is provided on the right hand page.

This section asks you to consider activities your school district performs to implement curricular and instructional programs. Since the process of implementation often involves adapting a program to a specific school setting, an implementation process may take into account both the requirements of a program and those of the school district.

- Review the list of activities that has been provided.
- In the middle column, check off the activities that ***actually comprise*** your school district's program implementation process. Add any activities that have been omitted.
- On the right hand side of the page, rate how satisfied you are with the way each activity ***is*** performed.

Activity	Check Action Taken	Rating of Satisfaction with Action: Low 1	2	3	High 4
1. A management plan for implementing the program is prepared (generally, a plan includes a description of work to be done, a schedule for the work, staff assignments, and budget).	____	____	____	____	____
2. Content and instructional procedures are modified to make programs consistent with district goals and other district requirements.	____	____	____	____	____
3. Training is provided to insure staff understanding before and during the program.	____	____	____	____	____
4. Staff is provided time to study and plan their use of the program.	____	____	____	____	____
5. Materials and equipment required by the programs are provided.	____	____	____	____	____
6. School schedule is adjusted to meet program time requirements.	____	____	____	____	____
7. Facilities are adapted when necessary.	____	____	____	____	____
8. Use of the program by teachers and students is monitored to assure that it is being used as your district intends.	____	____	____	____	____
9. Other _____ _____	____	____	____	____	____

SUMMARY SHEET

Implementation Activity	Total Number of Times Activity was Checked	Rating of Respondent Satisfaction						
1. Plan prepared								
2. Content modified								
3. Training conducted								
4. Staff prepared								
5. Materials distributed								
6. Schedule adjusted								
7. Facilities adapted								
8. Monitor programs								

Other activities added:

Respondent *Rating*

1.
2.
3.

Discussion Questions

1. Do we generally agree about how we implement curricular and instructional improvements? In what ways do we disagree?
2. What kinds of implementation activities should we be providing?

IV. EVALUATING PROGRAMS

The Book I response sheet is presented in a box below for your reference. A summary of the individual responses and discussion questions is provided on the right hand page.

This section asks you to consider the activities your school district performs to evaluate a curricular and instructional program.

- Review the list of activities that has been provided.
- In the middle column, check off the activities that ***actually comprise*** your school district's evaluation process. Add any activities that have been omitted.
- On the right hand side of the page, rate how satisfied you are with the way each activity ***is*** performed.

Activity	Check Action Taken	Rating of Satisfaction with Action: Low 1	2	3	High 4
1. Evaluations are planned for the purpose of helping staff decide whether to continue, modify, extend its use to other sites, or terminate a program.	____	____	____	____	____
2. Information about student performance is gathered ***before*** they enter, ***during,*** and ***after*** they have completed the program.	____	____	____	____	____
3. Accurate descriptions of the way a program is being implemented by students and teachers is obtained.	____	____	____	____	____
4. Various ways of collecting information on how different people are affected by the program are used (e.g., student, teacher, parent questionnaires or interviews).	____	____	____	____	____
5. Interim results of evaluations of student performance, implementation, and how different people are affected are shared with staff so that program improvements can be made.	____	____	____	____	____
6. The cost of operating the program is determined.	____	____	____	____	____
7. Final results of evaluations are used to make decisions about the continuation, expansion, or termination of programs.	____	____	____	____	____
8. Other _____ _____	____	____	____	____	____

SUMMARY SHEET

Evaluation Activity	Total Number of Times Activity was Checked	Rating of Respondent Satisfaction						
1. Purpose of evaluations								
2. Student performance								
3. Program descriptions								
4. Collecting information								
5. Interim results of evaluations								
6. Program cost								
7. Final results								

Other activities added:

Respondent *Rating*

1.

2.

3.

Discussion Questions

1. Do we generally agree about how we evaluate curricular and instructional improvements? In what ways do we disagree?
2. What kinds of evaluation activities should we be providing?

V. INVOLVEMENT

In Book I you considered activities underlying the way your school district improves curriculum and instruction. These activities dealt with how the district decides where improvement is needed and how programs are selected, implemented, and evaluated. You also considered the involvement afforded to various groups for each of the activities. The Book I response sheet is presented in a box below for your reference. The tally sheet on the right hand page points out which groups are seen as being involved in particular activities. A key to identify individual responses and discussion questions is also presented.

	Helping Decide on Areas for Improvement	Selecting Programs	Implementing Programs	Evaluating Programs
1. School Board	_____	_____	_____	_____
2. Superintendent	_____	_____	_____	_____
3. Central Office Personnel (e.g., administrators and curriculum coordinators)	_____	_____	_____	_____
4. Principals	_____	_____	_____	_____
5. Teachers	_____	_____	_____	_____
6. Parents	_____	_____	_____	_____
7. Students (e.g., current student body and alumni)	_____	_____	_____	_____
8. Business Leaders	_____	_____	_____	_____
9. Community Leaders	_____	_____	_____	_____
10. Consultants	_____	_____	_____	_____
11. Other _____	_____	_____	_____	_____

SUMMARY SHEET

Group	Helping Decide on Areas for Improvement	Selecting Programs	Implementing Programs	Evaluating Programs
1. School Board				
2. Superintendent				
3. Central Office				
4. Principals				
5. Teachers				
6. Parents				
7. Students				
8. Business Leaders				
9. Community Leaders				
10. Consultants				

Other groups added:

1.
2.
3.

Respondent

Key for Participants

A.
B.
C.
D.
E.
F.
G.

Discussion Questions

1. Do we generally agree about how we involve various groups in curricular and instructional improvements? In what ways do we disagree?
2. What involvement activities should we be providing?

VI. IMPROVEMENT AND RESULTS

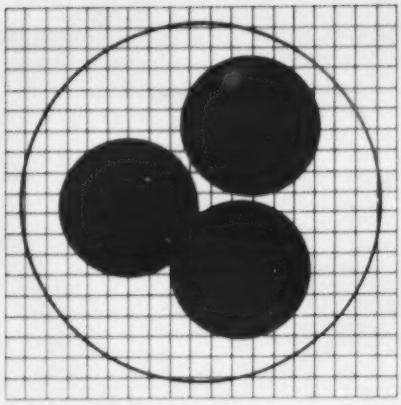
In the last section of Book I, you, as individuals, wrote down some suggestions for strengthening the way your school district goes about improving curriculum and instruction. You also looked at your suggestions as a whole and tried to anticipate what results would occur if your suggestions were carried out.

Now you as a group may want to discuss various lists of suggestions and consider what possible results might occur if these suggestions were carried out. You may also wish to consider other suggestions as well.

Your responses from Book I on section VI have been attached to this book to help you in your discussion. Below are two questions that may also help you.

Discussion Questions

1. Do we generally agree on a particular list or combination of lists of suggestions for strengthening the way we improve curriculum and instruction? In what ways do we disagree?
2. If we generally agree on a particular list of suggestions, what results would we expect to occur if the suggestions were carried out?



Manual for Summarizing Individual Observations and Perceptions

Inventory for Curricular and Instructional Improvement

Manual For Summarizing Individual Observations And Perceptions

Developed by
John A. McAdams
Richard A. McCann
Sanford Temkin
with Gary W. Moore

January 1976

Research for Better Schools, Inc.
Robert G. Scanlon, Executive Director

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Versions were also reviewed by personnel from Cheltenham School District, Pennsylvania; Hamilton School District, New Jersey; Norristown Area School District, Pennsylvania; Wicomico County School District, Maryland; Sussex-Wantage School District, New Jersey; Barrington School District, New Jersey; Hillsboro School District, New Jersey; and Haddonfield School District, New Jersey.

Two persons deserving mention for their continual assistance in the development of this project are John Bowers, the evaluator for this project, and Carol Crociante, an excellent secretary.

INTRODUCTION

Your participation in this project is important. You have been selected to summarize some information about how your school district goes about strengthening the way it improves its curriculum and instruction.

To do this task, you will need to have in addition to this manual:

- The entire set of completed copies of ***Book I: Individual Observations and Perceptions.***
- One copy of ***Book II: Group Discussion*** that you will prepare as a master copy summarizing the information from Book I.
- A pen that makes heavy impressions so that your markings in the master copy of Book II can be clearly picked up by copying equipment.

This manual provides an explanation for summarizing information for each section of Book II. Each explanation contains instructions for you and an example of a completed summary sheet for each section as it would appear in Book II.

You should follow these steps:

1. Work on a single section at a time. Open each participant's Book I, your master copy of Book II, and this manual to the section on which you will work.
2. Look over the format for each section as it appears in Book I, the blank summary sheet in your master copy of Book II, and the instructions and the example of a completed summary sheet contained in this manual.
3. Follow the instructions for summarizing the information.
4. When you have completed all the summary forms in Book II, spot check some of your work to see that you have done an accurate job. Accuracy is the key ingredient for doing the right job.

I. DECIDING ON AREAS FOR IMPROVEMENT

A. Most Influential Factors

Instructions for Summarizing

1. On the right hand page you have an example of a completed summary sheet for this section.

2. To take the information from each participant's booklet and summarize it in your master copy of Book II, do the following:

   - Print each participant's name in the vertical spaces under the word "RESPONDENT."

   - Make a check mark in the column under each participant's name for the influential factors he or she indicated in his or her Book I responses.

   - After you have made the check marks, count up the number of checks in each row as shown in the example.

   - If other factors were added, list them and the name of the person who provided the response. If not, write "NONE" as indicated by the example.

I. DECIDING ON AREAS FOR IMPROVEMENT

A. Most Influential Factors

SUMMARY SHEET EXAMPLE

Influential Factors	Total Number of Times Factor was Checked	Respondent: Ms. Gordon	Mr. Smith	Mr. Hall	Mr. Frank	Mrs. Jones	Mrs. Loren	Mr. Jenks
1. achievement data	3	✓			✓			✓
2. affective and social behavior information	0							
3. psychomotor information	0							
5. parents	1			✓				
6. school board	1			✓				
7. administrators	5	✓	✓	✓		✓		✓
8. teachers	3	✓		✓			✓	
9. students	0							
11. current and future job opportunities	0							
12. legal requirements, state mandates, etc.	6	✓	✓	✓	✓	✓		✓
13. availability of funds for projects	3	✓		✓				✓
14. published or reported information about school performance	0							

Other factors added: *Respondent*

1. NONE

2.

I. DECIDING ON AREAS FOR IMPROVEMENT

B. Specification of Areas

Instructions for Summarizing

1. On the right hand page you have an example of a completed summary sheet for this section.

2. To take the information from each participant's booklet and summarize it in your master copy of Book II, do the following:

   - Print each participant's name in the vertical spaces under the word "RESPONDENT." Keep the names in the same order as you used in the previous summary sheet.

   - Make a check in the column under each participant's name for the specification categories he or she indicated in his or her Book I responses.

   - After you have made the check marks, count up the number of checks in each row as shown in the example.

   - If other specifications were added, list them and the name of the person who gave the response. If not, write "NONE."

I. DECIDING ON AREAS FOR IMPROVEMENT

B. Specification of Areas

SUMMARY SHEET EXAMPLE

Specification Category	Total Number of Times Specification was Checked	Respondent: Ms. Gordon	Mr. Smith	Mr. Hall	Mr. Frank	Mrs. Jones	Mrs. Loren	Mr. Jenks
1. general subject matter	7	✓	✓	✓	✓	✓	✓	✓
2. general goal statement	4		✓	✓	✓		✓	
3. preparing a set of instructional objectives	0							
5. grade level or age	7	✓	✓	✓	✓	✓	✓	✓
6. characteristics	3		✓	✓			✓	
7. interests	1			✓				
8. level of performance	0							

Other specifications added:

	Respondent
1. State objectives from the Department of Education.	Mr. Hall Ms. Gordon
2.	
3.	

II. SELECTING PROGRAMS

Instructions for Summarizing

1. On the right hand page you have an example of a completed summary sheet for this section. Notice that the format has been changed from the previous section.

2. To take the information from each participant booklet and summarize it in your master copy of Book II, do the following:

   - Print each participant's name in the vertical spaces under the word "RESPONDENT."

   - Participants were instructed to check only those actions that the school district takes in the middle column of their Book I sheet. Then they were asked to rate their satisfaction with each action the school district takes. Your first step is to record the number corresponding to the satisfaction rating given by each participant.

   - After you have entered the satisfaction ratings, count up the number of ratings in each row as shown in the example. Here you treat each number as though it were a check mark.

   - There are two cases where a respondent may have neglected to give complete information in Book I. First, if the respondent gave a satisfaction rating but did not check the Action column in Book I, assume that the Action column was checked. Second, if the respondent checked the Action column in Book I but did not give a satisfaction rating, try to get a rating from the respondent. If you cannot do that, enter an incomplete ("INC.") as the respondent's rating.

   - If other activities were added, list them, the name of the person who provided the response, and the rating given. If not, write "NONE."

II. SELECTING PROGRAMS

SUMMARY SHEET EXAMPLE

Selection Activity	Total Number of Times Activity was Checked	Rating of Respondent Satisfaction: Ms. Gordon	Mr. Smith	Mr. Hall	Mr. Frank	Mrs. Jones	Mrs. Loren	Mr. Jenks
1. Plan prepared	6	2	2	1	3	2		3
2. Criteria established	0							
3. Programs identified	7	3	4	4	3	2	2	3
4. Costs estimated	3	2	1	1				
5. Materials examined	7	1	1	2	1	1	1	1
6. Programs observed	0							
7. Programs tried out	0							
8. Evaluative data considered	7	1	1	1	1	2	1	1

Other activities added:

	Respondent	*Rating*
1. We asked the Intermediate Unit to give us evaluative data on the programs.	Mr. Hall	
2. We submitted a proposal to the state that had a plan but it was also weak.		
3.		

III. IMPLEMENTING PROGRAMS

Instructions for Summarizing

1. On the right hand page you have an example of a completed summary sheet for this section.

2. To take the information from each participant booklet and summarize it in your master copy of Book II, do the following:

   - Print each participant's name in the vertical spaces under the word "RESPONDENT."

   - Participants were instructed to check only those actions that the school district takes in the middle column of their Book I sheet. Then they were asked to rate their satisfaction with each action the school district takes. Your first step is to record the number corresponding to the satisfaction rating given by each participant.

   - After you have entered the satisfaction ratings, count up the number of ratings in each row as shown in the example. Here you treat each number as though it were a check mark.

   - If a respondent did not give complete information in Book I, see the previous section on ***Selecting Programs*** for guidance.

   - If other activities were added, list them, the name of the person who provided the response, and the rating given. If not, write "NONE."

III. IMPLEMENTING PROGRAMS

SUMMARY SHEET EXAMPLE

Implementation Activity	Total Number of Times Activity was Checked	Rating of Respondent Satisfaction: Ms. Gordon	Mr. Smith	Mr. Hall	Mr. Frank	Mrs. Jones	Mrs. Loren	Mr. Jenks
1. Plan prepared	7	2	2	3	1	1	1	2
2. Content modified	5			2	2	2	3	3
3. Training conducted	7	4	4	4	2	1	1	2
4. Staff prepared	7	4	3	3	2	1	1	1
5. Materials distributed	7	4	4	4	4	4	4	4
6. Schedule adjusted	7	3	3	4	3	3	3	4
7. Facilities adapted	7	4	4	4	4	4	4	4
8. Monitor programs	0							

Other activities added: *Respondent* *Rating*

1. NONE
2.
3.

IV. EVALUATING PROGRAMS

Instructions for Summarizing

1. On the right hand page you have an example of a completed summary sheet for this section.

2. To take the information from each participant booklet and summarize it in your master copy of Book II, do the following:

   - Print each participant's name in the vertical spaces under the word "RESPONDENT."

   - Participants were instructed to check only those actions that the school district takes in the middle column of their Book I sheet. Then they are asked to rate their satisfaction for each action the school district takes. Your first step is to record the number corresponding to the satisfaction rating given by each participant.

   - After you have entered the satisfaction ratings, count up the number of ratings in each row as shown in the example. Here you treat each number as though it were a check mark.

   - If a respondent did not give complete information in Book I, see the section on ***Selecting Programs*** for guidance.

   - If other activities were added, list them, the name of the person who provided the response, and the rating given. If not, write "NONE" as indicated by the example.

IV. EVALUATING PROGRAMS

SUMMARY SHEET EXAMPLE

Evaluation Activity	Total Number of Times Activity was Checked	Rating of Respondent Satisfaction						
		Ms. Gordon	Mr. Smith	Mr. Hall	Mr. Frank	Mrs. Jones	Mrs. Loren	Mr. Jenks
1. Purpose of evaluations	3	2	3	2				
2. Student performance	7	3	3	3	2	3	4	4
3. Program descriptions	0							
4. Collecting information	7	2	3	2	2	3	3	3
5. Interim results of evaluations	0							
6. Program cost	0							
7. Final results	7	1	1	2	1	2	3	2

Other activities added: *Respondent* *Rating*

1. NONE
2.
3.

V. INVOLVEMENT

Instructions for Summarizing

1. On the right hand page you have an example of a completed summary sheet for this section. Notice that the format has been changed from the previous section.

2. To take the information from each participant's booklet and summarize it in your master copy of Book II, do the following:

   - See the section at the bottom of the tally sheet which is called "Key for Participants." List the participants so that each name is assigned a letter code, e.g., Ms. Gordon is "A."

   - Look at the Book I responses for each participant and assign the letter code for that person to the appropriate boxes. In the example you can see that Ms. Gordon and Mr. Smith feel that the school board helps in deciding on areas for improvement because the codes A and B appear in that box.

   - If other groups were added, list them and the name of the person who provided the response. If not, write "NONE" as indicated by the example.

V. INVOLVEMENT

SUMMARY SHEET EXAMPLE

Group	Helping Decide on Areas for Improvement	Selecting Programs	Implementing Programs	Evaluating Programs
1. School Board	A,B,	A,B,C		
2. Superintendent	A,B,C,E,G	A,B,C,E,F,G		A
3. Central Office	A,B,C	A,B,C	B,C	C
4. Principals	A,B,C	A,B,C,D,E,F,G	B,C,D,E,F,G	C
5. Teachers	C,D,E	C	C,D,E,F	C
6. Parents				
7. Students				
8. Business Leaders				
9. Community Leaders				
10. Consultants				A,B,C

Other groups added:

Respondent

1. NONE
2.
3.

Key for Participants

A. Ms. Gordon
B. Mr. Smith
C. Mr. Hall
D. Mr. Frank
E. Mrs. Jones
F. Mrs. Loren
G. Mr. Jenks

VI. IMPROVEMENT AND RESULTS

For this section all you need to do is to include the replies from each participant's final two pages of Book I in their copies of Book II. One way to do this is to simply photocopy those pages and identify them by printing the participant's name on his or her pages.

If you and the project coordinator want to make certain that the replies of participants can be easily read after copies are made, you may want to have the replies typed and organized as given below in an example.

SUMMARY SHEET EXAMPLE

PART A

In this section, you offered suggestions to strengthen the ways your school district improves curriculum and instruction. The replies are quoted below, arranged by major area.

Deciding on Areas for Improvement

Ms. Gordon: Teachers and parents should be involved in determining a curriculum area to be improved.

Establish a district wide curriculum committee.

Selecting Programs

Mr. Smith: Additional time and effort should be devoted to establishing standards a program should meet.

Mrs. Jones: A closer look at research and verification in actual use should be done.

[The same organization may be followed for the other sections of Book I.]

PART B

As a concluding individual activity, you were asked to consider your suggestions as a whole and to identify results you would expect to see if the school district implemented your suggested improvements. The replies are quoted below.

Ms. Gordon

1. Increased participation may lead to the development of a K-12 course of study.
2. Increased community involvement.

Mr. Smith

1. We have the ability to be an excellent school district. Through such an approach as was outlined I believe we could realize such a goal.

[The same organization may be followed for the replies of the other participants.]

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When you have completed the above step you are ready to spot check your work. When you're confident that your summaries are accurate, tell your project coordinator that your master booklet (Book II) is ready for reproduction.